

an average rate of fifty miles a day, is described, while on p. 22 there is a quotation from Charles Darwin, in which he gives a very modest estimate of his own intellectual powers and endowments. Commenting on this estimate the author says:—

“This is presumably an honest statement of fact, and, in addition, it should be remembered that Darwin was always physically weak, that for forty years he was practically an invalid and able to work for only about three hours per day. In these hours he was able to accomplish more, however, than other men of apparently superior ability who were able to work long hours daily for many years. Darwin made the most of his ability and increased his efficiency to its maximum.”

The honesty of the author's appreciation of Charles Darwin is transparent, but its intellectual discrimination is not quite so clear.

To experienced leaders, whether in commerce or industry, there may not be much that is new in the ideas which are developed by the author, but there is much that is shrewd and stimulating. As a professor and teacher he has no doubt found that his methods make a useful appeal to the students with whom he has to deal. It will be interesting to see how far these methods will appeal to British teachers and students, and it is to be hoped that this work will be read by many of these.

#### OUR BOOKSHELF.

*The Teaching of Physics for Purposes of General Education.* By Prof. C. Riborg Mann. Pp. xxv + 304. (New York: The Macmillan Company; London: Macmillan & Co., Ltd., 1912.) 5s. 6d. net.

This book may be described as a skilful compilation of quotations. The first four chapters, which are well written and interesting, trace the rise of the teaching of physics in American high schools to its present unsatisfactory condition, when, if we may trust the author, “all teachers are constantly amazed at the inability of the pupils to apply their pure physics even to the physical problems of their daily life, to say nothing of their inability to think scientifically on any problems outside of physics.”

It is maintained, probably correctly, that the more descriptive and objective introductory teaching prescribed thirty years ago was better suited to the purposes of a general education than the methods of premature generalisation into which it seems to have drifted in American schools.

The second part of the book is an irrelevant and almost grotesque attempt to distort history to suit a mistaken and misleading view of the influence of Greek thought on physical science, and is not worth serious attention.

In the third part, under “Hints at Practical Applications,” we find Prof. Mann deprecating

the use of test-questions that call for an accurate knowledge of the use of scientific terms and definitions, and advocating instead what he calls “vital problems” such as “Why are there door-knobs on doors?” “Why has no one ever found the pot of gold that lies buried at the end of the rainbow?”—“When you come down stairs, do you get back the work done going up? How?” We can scarcely imagine worse advice.

A. M. W.

*The Beyond that is Within, and Other Addresses.* By Prof. Émile Boutroux. Translated by Jonathan Nield. Pp. xvi + 138. (London: Duckworth and Co., 1912.) Price 3s. 6d. net.

In the first address, which supplies a title for the book, the author discusses the general question of psychical research “proof,” and admirably makes clear that no fact, however strange, can prove the existence of a veritable Beyond; though he admits that there is evidence which seems to imply “a life beyond this life.” By “a veritable Beyond” he means a state which has no analogies with our present existence. On the whole he is inclined to rely on intuition—the feeling of the “Inner Beyond”—which the modern doctrine of the subliminal self has again made respectable and reasonable. “The subliminal self may put us in communication, not only with beings like or inferior to ourselves, but with superior existences. . . .”

In the next address, “Morality and Religion,” M. Boutroux looks forward to a reconciliation of these combatants. Morality is practical, but Religion supplies the impetus from the feeling-side, and both are necessary.

The last is a short address on the relation of philosophy to the sciences. The author pleads for a philosophy which shall reason on knowledge and on life, without laying down any closed system in the way of science.

*A Guide to the Dissection of the Dog.* By Dr. O. C. Bradley. Pp. viii + 241. (London: Longmans, Green and Co., 1912.) Price 10s. 6d. net.

CREDIT is due both to the author and the publishers of this work for having removed a serious obstacle to the proper study of the anatomy of the dog. Hitherto in this country veterinary students and others who wished to dissect the dog could find no better guide than the somewhat meagre descriptions contained in the systematic text-books on veterinary anatomy, mainly devoted to the anatomy of the horse. In this respect German students have been more favourably placed since the publication in 1891 of Ellenberger's systematic treatise on the anatomy of the dog, but even that work, excellent as it is, is of little value as a dissection guide. One cannot pay Dr. Bradley's work a higher compliment than to say that it forms a worthy companion to the text-book of Ellenberger. The order in which the different parts of the body are dealt with appears to be convenient, and the text is concise and clear. The illustrations, sixty-nine in number, are good, although many of them are semi-diagrammatic.